Action Plan for *East Palestine Middle School*

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| Team Vision (summary or key elements) | | Current Reality (summary or key elements, including) |
| The vision for East Palestine middle school is a transformed school in which students are engaged in critical thinking, problem solving, communication and collaboration through utilizing technology tools to access and analyze information to solve real-world problems in a variety of venues. Creating student centered learning environments through framework utilizing standards assessments, curriculum and instruction, professional developments for teachers. | | * Our schools currently have access to a computer lab only. * We currently have four smart boards. * We lack the new technology tools. * Staff lacks the pedagogical knowledge to implement 21st century skills. * Achievement scores are not meeting AYP for economically disadvantaged and IEP students. * Math skills in the area of problem solving are weak. * Lack of differentiated instruction in our classrooms. |
| *Big Idea Goals*  *These are overarching goals that will guide your entire grant process-guided by 21st century standards, Ohio Content and NETS Technology Standards* | ***#1 Big Idea Goal:***  **East Palestine middle school grant teachers will transform classroom learning environments into flexible and adaptable settings which meet the needs of all students and support the acquisition of 21st century skills**  ***#2 Big Idea Goal:***  **East Palestine Middle School grant teachers and students will collaborate to develop and engage in cross curricular, technologically sound, authentic, project based learning focused on problem solving and critical thinking** | |
| Barriers based on current reality data in areas of   1. Academic 2. 21st Century Skills 3. Professional Development | Academic – Not producing authentic work, mostly paper – pencil.  Teachers not trained - PD Professional Development – Lack of time and money to send staff and/or for teachers to work collaborating. 21st century skills – Technology not working and not enough of it.  Technology not used correctly or effectively. | |
| Performance Indicators  (Smart Goals)  Specific  Measureable  Attainable  Relevant  Time-bound | ***Big Idea Goal #1***  **East Palestine middle school grant teachers will transform classroom learning environments into flexible and adaptable settings which meet the needs of all students and support the acquisition of 21st century skills**   1. By October 2010, the grant teachers at East Palestine Middle school will be involved in a professional development program that develops skills to use tools and resources that will help 21st century students learn as evidenced by a professional learning community and an accompanying professional development program supporting the grant. 2. By December 2010, the grant team will develop an implementation plan focusing on lessons and activities developed by the team targeting differentiated instruction and developing 21st century skills related to educational technology integration that meet the needs of all students and support the acquisition of these skills as evidenced by student directed projects and assessment rubrics. | |

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| **Performance Indicator Brainstorm in preparation for Action Steps** | | |
|  | ***Do the brainstorm activity for each one of your Performance Indicators then compile all the action steps on one chart at the end of this section for an overview of what needs to be done for this ONE BIG IDEA GOAL!*** | |
| **Performance Indicator 1** | | |
| 1. By October 2010, the grant teachers at East Palestine Middle school will be involved in a professional development program that develops skills to use tools and resources that will help 21st century students learn as evidenced by a professional learning community and an accompanying professional development program supporting the grant. | | |
| **Barriers to Performance Indicator 1** | | **Ideas to Implement Performance Indicator 1** |
| * **How do we find time for PD?** * **Knowing how to assess our progress.** * **Who will lead PD?** * **How will we differentiate instruction in large classrooms across all subjects?** | | * Looking at schedule and arranging adequate time for PD. * Need PD for data collection. * Work with Western Reserve Educational Services to develop professional development program/schedule * Find the appropriate technology for data collection. * Two members of team will lead each meeting. * PD in the area of differentiated instruction. |

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| **Performance Indicator 2** | | | | |
| By December 2010, the grant team will develop an implementation plan focusing on lessons and activities developed by the team targeting differentiated instruction and developing 21st century skills related to educational technology integration that meet the needs of all students and support the acquisition of these skills as evidenced by student directed projects and assessment rubrics. | | | | |
| **Barriers to Performance Indicator 2** | **Ideas to Implement Performance Indicator 2** | | | |
| * How do we measure student learning outcomes? * What technologies would we need to differentiate for all learners? * How will we find time to analyze learner outcomes? * How to effectively implement educational technology? | * Utilize county resources to assist and assess student learning outcomes. * Utilize PD to become proficient in useful technologies for integrating educational technology * Principal sets aside time for grant team to access student learning outcomes. * Team grant members collaborate and share ideas, through online wiki’s, and team meetings. | | | |
| **Action Steps for Performance Indicators from #1 Big Idea Goal — Collective Action Steps *(Create more rows in the table as needed.)*** | | | | |
| **Action Steps** (*Project Activities)* | | **Timeline**  **(should cover through June 2011)** | **Person(s) Responsible** | **Evidence of Action Step Completed** (benchmarking) |
| ***Set Priorities based on Performance Indicator timeline!*** | |  |  | ***What data will you need to collect here to show evidence of each step?*** |
| Grant team members will be involved in professional development for implementation of the action plan.  The team will meet continuously in face to face, online and asynchronous meetings as evidenced by teacher journals reflecting on project progress. | | **Initiated**  **May 2010** | Grant team  Principal  Coach develops the wiki.  Team uses wiki for communication and sharing. | **Professional development times are scheduled and meeting notes are kept. A wiki is developed to track the meetings, post the minutes and allow for team members to communicate.** |
| Team meets with Western Reserve Educational Services to establish an effective professional development program focusing on educational technology integration related to the action plan.  The team collaborates to determine technologies and accompanying professional development that best supports project- based learning, critical thinking, differentiated instruction, and problem solving skills as evidenced by creation of an initial comprehensive schedule of professional development tied to the grant team action plan with an appropriate implementation plan throughout the grant term | | **October 2010 thru June 2011** | Tech Coach  Grant team  schedules Ed Tech agency  Administrator for release time | **Team meets with Western Reserve Educational Services**  **Develop schedule for the implementation of the professional development program**  **Finalize program and order technology** |
| Teachers begin to teach critical thinking and problem solving skills in lessons to prepare the project based learning unit as evidenced by facilitation of lessons and assessment of student comprehension/learning | | **Initiated**  **September 2010 thru June 2011** | Coach will schedule  The grant team plans and implements the PD | **PD person is identified and dates and times are set**  **Team members begin to collaborate online with Wiki.** |
| Teachers begin to integrate different technologies into existing lessons and teach students how to use the technology as evidenced by a teacher created rubric measuring effective integration strategies | | **December**  **2010 thru June 2011** | Individual teachers  Tech coordinator | **PD is discussed on wiki and shared.**  **Reflections of lessons will be shared on wiki.** |

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| **Resources Needed** ***(List resources needed for your #1 Big Idea Goal.)*** | **Professional Development (Learning) Needed *(List Professional Development needed for your #1 Big Idea Goal.)*** |
| * **Time** * **Technology for data collection** * **Collaborative environments** * **Access to technology in class and in the field** * **Social networking** * **Technology for collaborating and communicating** | * Data Collection * Differentiated instruction * Effective educational technology integration * Developing rubrics to measure technology integration success * Developing online resources * Collaborating online |

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| Performance Indicators  (Smart Goals)  Write the performance indicators to help meet the main goal | ***Based on the #2 Big Idea Goal***  **East Palestine Middle School grant teachers and students will collaborate to develop and engage in cross curricular, technologically sound, authentic, project based learning focused on problem solving and critical thinking**  1. By January 2011, the grant teachers will develop an implementation plan focusing on the creation of at least one cross curricular, project based learning unit that supports critical thinking and problem solving as evidenced by a plan that addresses academic content standards and integrates and enhances existing curriculum  2. By March 2011, students will demonstrate problem solving ability and critical thinking by engaging in project based learning as evidenced by students’ successful completion of cross curricular project based learning units. |

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| **Performance Indicator Brainstorm in preparation for Action Steps** | | |
|  | ***Do the brainstorm activity for each one of your Performance Indicators then compile all the action steps on one chart at the end of this section for an overview of what needs to be done for this ONE BIG IDEA GOAL!*** | |
| **Performance Indicator 1** | | |
| By January 2011, the grant teachers will develop an implementation plan focusing on the creation of at least one cross curricular, project based learning unit that supports critical thinking and problem solving as evidenced by a plan that addresses academic content standards and integrates and enhances existing curriculum | | |
| **Barriers to Performance Indicator 1** | | **Ideas to Implement Performance Indicator 1** |
| * **When will we have time for professional development?** * **Who will provide the professional development?** * **How will we show progress for critical thinking and problem solving?** * **What tools will be needed?** * **How will we report progress?** | | * Looking at schedule and arranging adequate time for PD. * Need PD for data collection. * Find the appropriate technology for data collection. * Utilize county resources and Ed Tech agency for PD |

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| **Performance Indicator 2** | |
| By March 2011, students will demonstrate problem solving ability and critical thinking by engaging in project based learning as evidenced by students’ successful completion of cross curricular project based learning units. | |
| **Barriers to Performance Indicator 2** | **Ideas to Implement Performance Indicator 2** |
| * **How will we find time to develop a cross-curricular unit?** * **How will we assess critical thinking and problem solving?** * **In what ways will we share this information?** * **How do we find time in our curriculum to do project-based learning units?** | * Look at schedule and arrange for time to meet together * PD for assessing critical thinking and problem solving * Set up a wiki to collaborate among team members |
| **Resources Needed (List resources needed for your #2 Big Idea Goal.)** | Professional Development (Learning) Needed (List Professional Development needed for your #2 Big Idea Goal.) |
| * **Time** * **Technology for data collection** * **Collaborative environments** * **Anytime access to technology** * **Social networking** * **Technology for communicating and collaborating** | * Project based learning units * Collaborating online * Assessing student critical thinking and problem solving * Analyzing student data * Developing online resources * Awareness of the curriculum of others in order to plan cross-curricular units |

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| **Action Steps for Performance Indicators from #2 Big Idea Goal — Collective Action Steps *(Create more rows in the table as needed.)*** | | | |
| **Action Steps** (*Project Activities)* | **Timeline**  **(should cover through June 2011)** | **Person(s) Responsible** | **Evidence of Action Step Completed** (benchmarking) |
| ***Set Priorities based on Performance Indicator timeline!*** |  |  | ***What data will you need to collect here to show evidence of each step?*** |
| Research topics and strategies integral to the successful development and facilitation of a PBL unit evidenced by a compilation of a portfolio of educational resources | **Initiated October 2010 thru June 2011** | Grant Team  Tech Coach develops a wiki to house resources | **Web site will house resources** |
| Attend a professional development offering that will provide teachers with an in-depth exploration of PBL instructional strategies, methodologies and tech integration ideas evidenced by teacher team journal entries of acquired training | **December 2010** | Tech Coach  Grant Team | **Journal entries**  **Housing resources on Web site**  **Group discussion via wiki** |
| Finalize the PBL  theme/topic, gather appropriate resources and begin planning for instruction as evidenced by created lesson plans. | **January 2011** | Grant Team  Tech Coach | **Identification of PBL Theme**  **Gather and store resources for PBL offering**  **Develop Lesson Plans** |
| Students are prepared for PBL unit by teachers to discuss problem solving and critical thinking in lessons.  Proper preparation will be evidenced by rubrics introduced to students that will show them how to measure their own progress. | **Feb 2011** | Grant Team | **Student Overview of expectations including rubrics delivered by grant team teachers** |
| Teachers begin to deliver cross curricular, project based learning lessons as evidenced by data compiled via multiple assessment instruments, to be utilized throughout the PBL unit, which will assess student’s ability to apply knowledge gained. | **March 2011** | Individual teachers  Principals  coach | **Teachers discuss and report progress on utilizing and teaching technologies. coaches check in progress of teachers and students.**  **Teachers post progress in online discussions.** |
| Team will continually reflect, review and evaluate effectiveness of lessons and activities as evidenced by student success and comprehension | **April 2011 thru June 2011** | Individual teachers  Coach  Principal  Tech coordinator | **Teacher reflections are gathered in the wiki and analyzed by the team.**  **The project-based unit is revised for next year based on student data.**  **Feedback from students, teachers, parents, and community is collected electronically for easy analysis.**  **The grant team analyzes the data and reports it.** |
| Team will compile resources developed throughout year a evidenced by a digital repository of resources available online | **May 2011 thru June 2011** | Grant Team  Tech Coach | **All resources located in an online environment for future use** |